

FCCLA Adviser Lifesavers
Presented by: Lenora Reid, Pleasant Grove Junior High
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Lifesaver #1: FCCLA, huh?

- **Family, Career, and Community Leaders of America**
- **Student-led professional organization**
- **Teaches leadership skills, service, networking, setting goals and achieving them**
- **Where kids make a difference!**

Lifesaver #2: How?

- **Introduce FCCLA: FCCLA X Games, Be Part of It! Video, any team building activity**
- **Get student officers—have them plan the activities and projects**
- **Personally invite students to come!**
- **Do a really fun activity in Sept. so kids start hearing about it and wanting to sign up.**
- **Use your map and compass!!**
- **Put your due date for things a week before you actually need them!**

Lifesaver #3: When?

- **Be sure you know when things are happening!**
 - **Sept: Get kids involved! STEP 1**
 - **Oct: State Fall Leadership Conference**
 - **Nov/Dec: Area Activity or Service Project**
 - **Feb: Region STAR Events**
 - **March: State Leadership Conference, STAR Events**
 - **April: Closing Social, Service Project**
 - **May: Awards/ Recognition Night for Chapter**



Lifesaver #4: Ask!

- **Find a seasoned adviser!**
- **Get help on ideas of what to do for projects.**
- **Don't compare!**
- **Get students to focus on STAR Events!**
- **Start out small! Don't get overwhelmed!**

Lifesaver #5: STAR Events

- **STAR Events: Students Taking Action with Recognition**
- **Basically: A professional presentation about a service project they have done**
- **Requirements are online!**
- **Have students choose an area they are interested in.**
- **Print off the guidelines, answer questions, let them do it!**

Lifesaver #6: HAVE FUN!!

- **Biggest thing: HAVE FUN!!**
- **Students will get excited if the adviser is excited. They need that momentum from the adviser.**
- **Encourage participation in chapter**
- **Involve other groups at school**
- **TREATS always attract TEENS!**
- **Use themes to present things!**

FCCLA Introduction Lesson Plan
Miss Reid
Pleasant Grove Junior High

Introduction:

FCCLA X Games

Families First: Tower of Strength—Each team needs a bag of blocks. They have two minutes to build the tallest, sturdiest tower.

Power of One: Speed Twister—Have one member from each group come play Twister. The winner gets the points for their team.

STOP the Violence: Ankle Biters—Have each team have one member that will get a balloon they blow up and tie to their ankle. The balloon left unpopped is the winner.

Student Body: “Making Healthy Choices”—Have one teammate chosen to do the dollar bill activity. See if they can jump the length of the dollar bill while they are holding onto their toes. Looks easier than it really is.

Dynamic Leadership: Choose one person to make the most creative paper artwork. You can only use one piece of paper and no tape or staples. Only folding.

Financial Fitness: Banking Buzz: Put different banking words on the board. Have one teammate be the runner to swat the correct term on the board when you read the definitions.

FCCLA IS...video

Explain about officers for FCCLA. They can come join and find out what they would need to do to be an officer. Even if they don't want to be an officer, they can still participate in FCCLA. Anyone can join!

“Miracles Happen...” Slideshow of FCCLA

Supplies I need from the store:

Balloons

String

1 yd each of different plain colors of fabric

Plain paper

Fly Swatters (6)



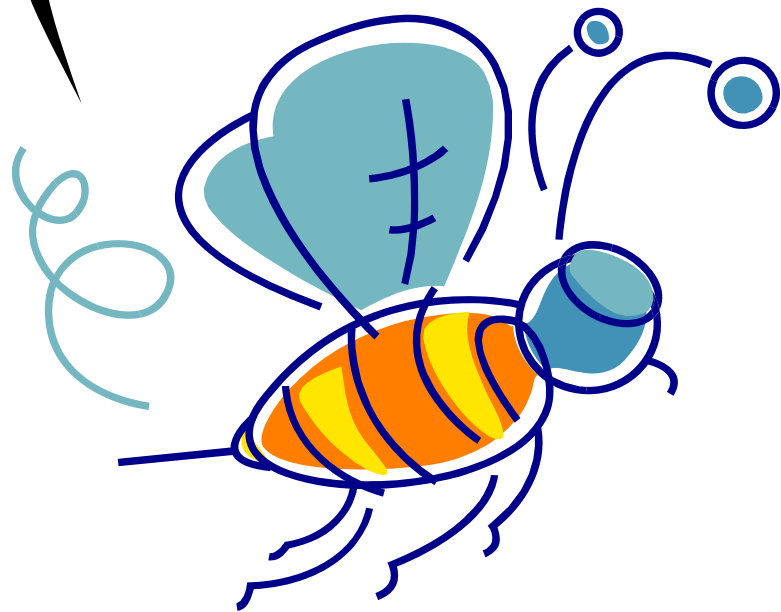
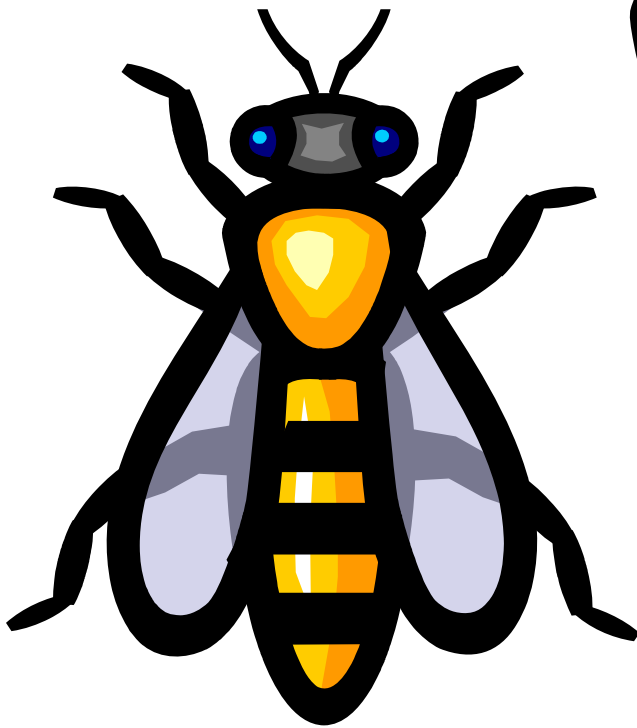
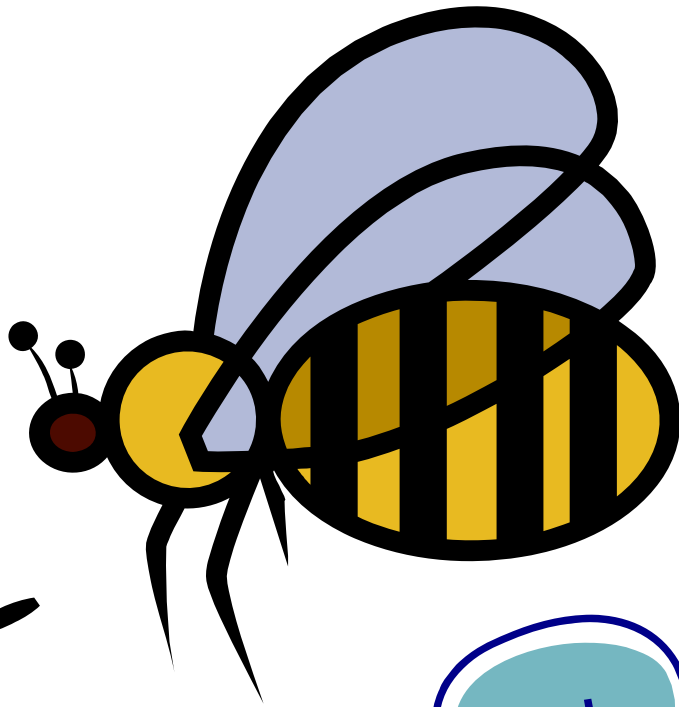
FCCLA X Games

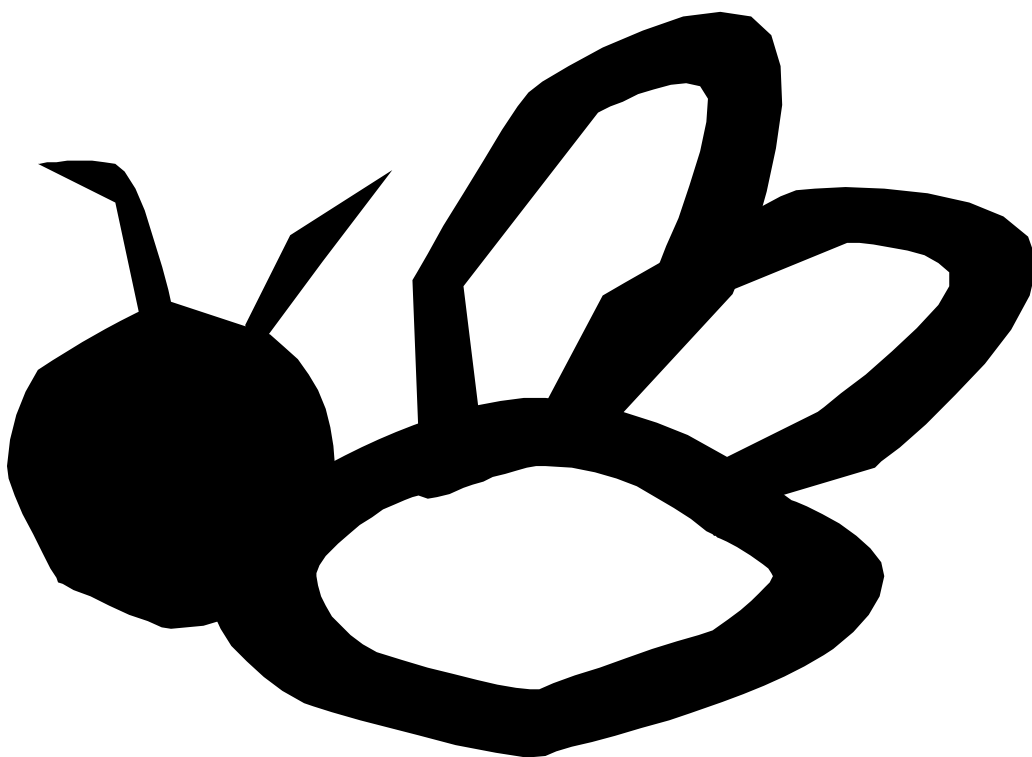
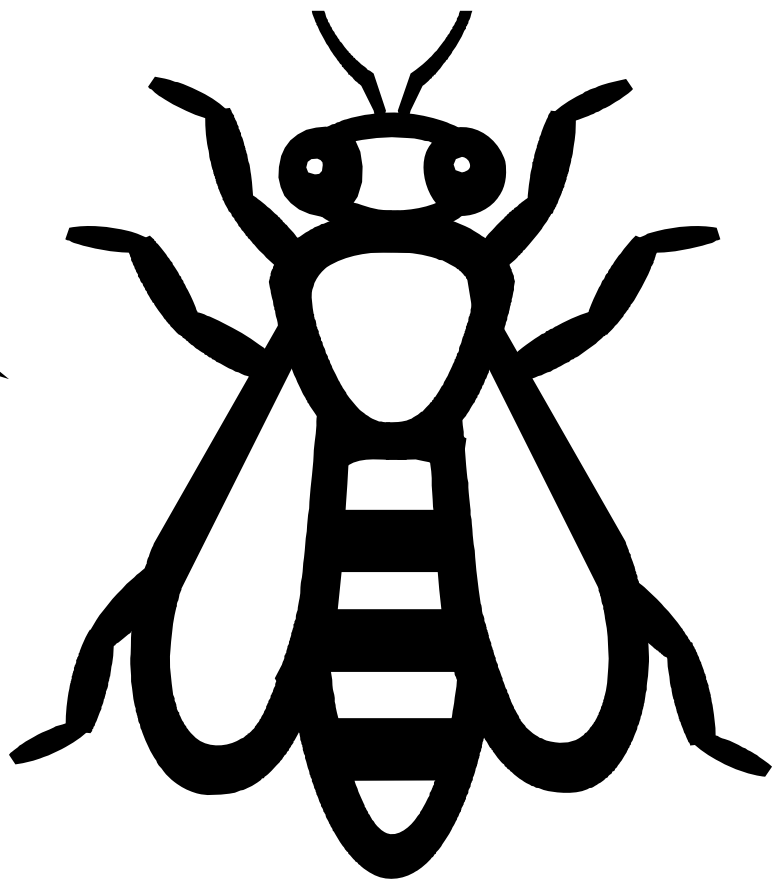
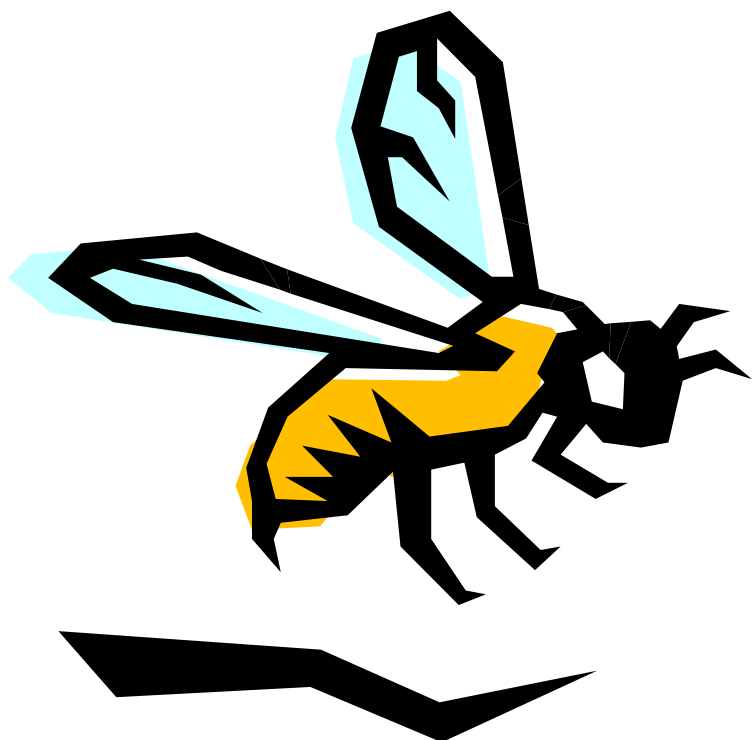
Team Color: _____

Team Members:

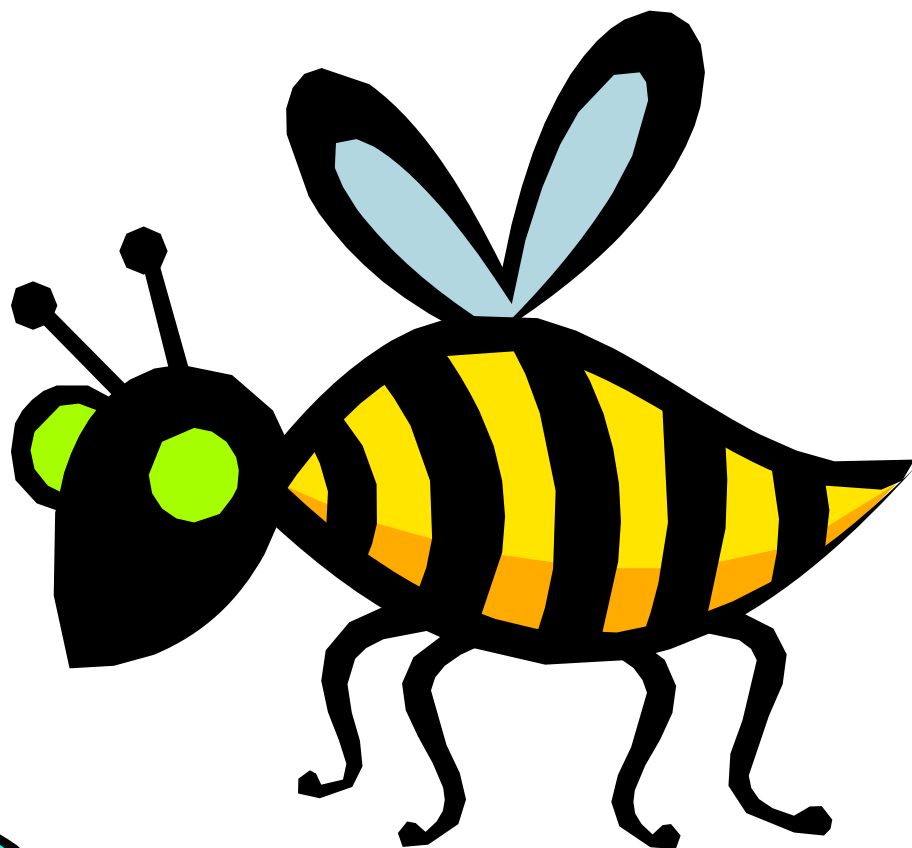
| Event | Team Member | Points Earned | FCCLA Program | Total |
|-------------------|-------------|---------------|---------------|-------|
| Tower of Strength | | | | |
| Banking Buzz | | | | |
| Speed Twister | | | | |
| Paperworks | | | | |
| Ankle Biters | | | | |
| Dollar Bill Jump | | | | |
| | | Grand Total: | | |

Balance
Interest
Deposit
Teller
Withdrawal
Debit card
Statement
Branch Manager
ATM





Fees



FCCLA Program of Work

| | |
|-------------|---|
| Summer/July | Attend National's Affiliate Officer's – print and file (*1.1) Register for Fall Leadership Prepare for Sophomore Registration Order Officer Shirts & Member T-shirts |
| August | Officer's Retreat: leadership building activities, select and review offices and responsibilities, do something fun and food, choose a theme, set goals (using state theme and goals), look at Four Star Chapter guidelines, review National Programs including Be Part of It and Step One and the ones we will do for Four Star Chapter – (if doing Dynamic Leadership – have officer's go over it), determine committees and some activities, calendar the year, last – girl's pref theme. Set up a table at Sophomore Registration – welcome sophomores 1 st week of school – in classes – Step One Game to introduce FCCLA to Students – incentive for them to join by certain day (candy bar, key chain, fun activity at no charge, etc.) |
| September | Rush Week – class and lunch activities (*4.7) Annual Breadstick Bash at lunch – Step One Game (take attendance) (*1.2) Have officer's do Be Part of It paperwork – print and file (can offer this to members also – print up an incentive sheet for them) (*1.4) Power of One Activity & Introduction – can fit this into classes (*3.2) |
| October | Officer's attend fall leadership (*2.1) Do activity that relates to a state goal (*2.2 & 4.1) Do affiliation – print and file STAR Event meeting/activity |
| November | Attend an area meeting (sometimes the meeting at fall leadership counts) (*1.3) Girl's Pref (plan and conduct one major activity) (*4.10) STAR Event help meetings Start the Christmas Tree – Sub for Santa |
| December | Power of One Party for those finished Christmas/Holiday Party – Service Activity (*3.4) STAR Event help meetings |
| Dec/Jan | Do another activity related to state goal (*3.3 & 4.1) |
| Jan/Feb | Attend area STAR Event Competition (*2.3 & 4.11) STAR Event help meetings & judging night |

February National FCCLA Week – daily activities (*4.2)
Register for State Convention (*3.1)
SEND ALL PAPERWORK TO CANDACE & NATIONALS!

March Finish & Polish STAR Events
Plan, prepare and attend State Convention

April Field Trip to Salt Lake (LaCaille, Rodizio Grill, career places, etc.)

May Closing Ceremony & Officer Induction Dinner

FACS & FCCLA

"Putting them Together"

National Program

Career Connection
Community Service

Dynamic Leadership

FACTS

Families First
Financial Fitness
Leaders at Work
Power of One
STAR Events

Applied Technology
Entrepreneurship
Focus on Children
Illustrated Talk
Job Interview
Stop the Violence
Student Body

FACS Class/Some Ideas

All

All – Clothing and fashion classes could make a quilt or sew pajama pants or hoodies for the homeless or shelters, etc. Foods classes could organize a food drive or go serve at a homeless shelter. Child development and Adult Roles – anything for families or children, make decorations or plan a talent show for a Senior Citizen Center. Interior Design students could organize a giving tree for household goods or make or decorate picture frames for families or people in shelters, etc.

This is something students do individually – it could be as an individual project/assignment in any class – great for your chapter officer's if you have as a student.

Adult Roles or Child Development – class assignment – have students brainstorm project ideas and then carry out one...students choose.

Foods 2, Child Development, Adult Roles, Clothing

All – consumerism projects work great

Occupational classes

All – have students set and accomplish goals

All – Look at the STAR Events and tie them into the topics you're already teaching – make it be their class assignment – some examples:

All classes – anything FACS related using ANY technology

All – students design a business related to the class

Child Development, Foods 2, Clothing, Adult Roles

All – students have a topic, research and teach it to others

All

Adult Roles

Foods – students can do a presentation, make fliers, pamphlets, brochures, plan a school exercise activity for any age, etc.

FCCLA CHAPTER OFFICER CANDIDATE APPLICATION AND CONTRACT

| | | | |
|------------------------------|--|-----------|-------------------|
| Candidate Information | | | |
| Candidate's Name: | | | |
| Parent/ Guardian's Name: | | | |
| Birthday: | | Age: | Grade(next year): |
| Home Address: | | | |
| City: | | Zip Code: | |
| Home Phone Number: | | | |
| Parent Cell Phone Number: | | | |
| Student Email: | | | |
| Parent Email: | | | |

FCCLA CHAPTER OFFICER CONTRACT

If selected as a Pleasant Grove Junior Chapter Officer, I agree to carry out the following responsibilities:

Time Commitment

- ◆ Monthly Officer Meetings
- ◆ All Chapter Meetings
- ◆ Spring Officer Leadership Meeting (May 16)
- ◆ Summer Officer Leadership Conference (August 9)
- ◆ State Officer Leadership Conference (October 8-9, 2008)
- ◆ Region Leadership Conference/ STAR Events Competition (Feb)
- ◆ State Leadership Conference/ STAR Events Competition (March 25-26, 2009)

Code of Conduct Commitment

- ◆ Represent PGJHS FCCLA. I understand that it is my responsibility to display a positive public image and promote the organization.
- ◆ Fulfill the duties of my office by following through and completing assignments.
- ◆ Be an example of an effective leader.
- ◆ Follow the State CTSO Code of Conduct.
- ◆ Assist in planning and preparing programs and workshops for chapter meetings
- ◆ No U's on report card
- ◆ No D's or F's on report card
- ◆ I will keep up with my school work and be responsible for the work I miss for FCCLA conferences or activities.

Professional Dress Commitment

I will follow the required dress code for all meetings as outlined below:

Chapter Meetings: Nice casual (no ragged, faded, or holey jeans)

Chapter Activities: Officer Polo Shirt, Nice pants (no ragged, faded, or holey jeans)

Official Meetings (Local, Region, and State): Official officer uniform

- ◆ White collar button-up shirt
- ◆ Black dress pants/skirt
- ◆ Black tie
- ◆ Dress socks or nylons
- ◆ Nice black shoes (no flip flops)
- ◆ Officer Blazer (rental from school)

Financial Commitment

| | |
|---|---|
| Affiliation (Local, Region, and State): | \$18 |
| FCCLA Blazer Rental: | \$5 |
| Spring Leadership Conference | \$10 (includes dinner) |
| Summer Leadership Conference | \$25 (includes officer polo and lunch) |
| State Fall Leadership Conference | \$30 (includes dinner) |
| Region Activity | \$5 (may be more or less depending on activity) |
| Region Leadership Conference | \$15 (includes lunch) |
| State Leadership Conference | \$75 (meals not included) |

I understand that if selected I need to pay the affiliation, blazer rental, spring leadership conference, and summer leadership conference costs by **May 2, 2008**.

I understand that I can be selected for any office by turning in this application and that I will serve enthusiastically in any office, even if it isn't my first choice.

I understand that if I resign from office, the written resignation must be signed by my parents/guardians and myself and submitted to the chapter advisor.

I understand that if I fail to fulfill the duties of this contract my chapter advisor can initiate the process of removal from office.

I understand that if I resign or am removed from office I am responsible for any financial debts that have been incurred to date.

I understand that my first commitment is to FCCLA and that I will be at all the required meetings. I will inform the president and advisor if I need to be absent and make sure that it is alright.

I have read and understand the information required for being an officer for the Pleasant Grove Junior Chapter of FCCLA and will carry out all responsibilities as outlined in this contract.

Officer Candidate's Signature

DATE: _____

Please circle one:

Officer Polo Shirt Size: XS S M L XL Other: _____

I have reviewed this contract with my son/daughter and understand it. I will support my son/daughter if he/she is selected to be a Pleasant Grove Junior FCCLA Chapter Officer to carry out the above responsibilities and commitments.

Parent/ Guardian's Signature

DATE: _____

If I am selected to the position of a Pleasant Grove Junior FCCLA Chapter Officer, I will attend the mandatory Chapter Officer Retreats, Friday, May 16 3pm-8pm at Pleasant Grove Junior High and Saturday, August 9, 2008 8am-4pm at Discovery Park in Pleasant Grove.

Chapter Officer Questionnaire

If I am selected as a chapter officer I would like to be considered for the following offices
(Please indicate your 1st, 2nd, and 3rd choice):

| | | | |
|--|---------------------------|--|-------------------------|
| | Chapter President | | VP of STAR Events |
| | First Vice President | | VP of Public Relations |
| | VP of Finances | | VP of Membership |
| | VP of History | | VP of Parliamentary Law |
| | VP of Individual Programs | | |

For each of the three offices you have selected, please answer the following:

1. Position: _____

a. I would like to be considered for this office because:

b. The experiences/ qualities that would contribute to my success in fulfilling my responsibilities of this office are:

2. Position: _____

a. I would like to be considered for this office because:

b. The experiences/ qualities that would contribute to my success in fulfilling my responsibilities of this office are:

3. Position: _____

a. I would like to be considered for this office because:

b. The experiences/ qualities that would contribute to my success in fulfilling my responsibilities of this office are:

Officer Duties

| | |
|--|---|
| President | Preside over all business meetings of the organization, call officers and remind them of meetings and duties, conduct meetings, organize FCCLA Induction Night and install new officers, go over agenda for monthly meetings with advisor |
| First Vice President | Assume responsibilities in absence of the president and keep the minutes of all meetings, give reports at meetings when needed, responsible for writing thank you notes, and take roll at meetings |
| Vice President of Finances | Keep track of finances for the chapter, keep running total of FCCLA funds, record people who are participating in fundraisers, keep financial records in order |
| Vice President of History | Keep a pictorial history of the activities of the chapter, put chapter scrapbook together, in charge of 4 Star Chapter Application process for the chapter, work with the advisor to complete and send in 4 STAR Chapter Application to the state advisor |
| Vice President of Individual Programs | In charge of keeping track of project report forms for chapter projects, small group, and individual projects, organizing FCCLA Awards Night, fill out project evaluation grid for chapter projects |
| Vice President of STAR Events | Provide leadership and training in the organization of STAR Events, keep track of participants, practice sessions, and registration for STAR Events |
| Vice President of Public Relations | In charge of FCCLA flyers, announcements, and bulletin board materials, in charge of making the monthly newsletter, and organizing a public relations activity for 6 th graders that feed into the junior high |
| Vice President of Membership | In charge of keeping track of membership forms being filled out by every member, keeping track of membership score cards, help with Awards and Recognition Night, encourage membership increase through Be Part of It! National program. |
| Vice President of Parliamentary Law | Provide leadership in assuring that business meetings for the chapter are conducted in accordance with acceptable parliamentary law; assist the Parliamentary Procedure STAR Event team. |

FCCLA Quick Fact Sheet

1. What does FCCLA stand for?
 - a. Family, Career, and Community Leaders of America
2. What is FCCLA?
 - a. It is a student-led organization that gives students an opportunity to identify important issues in their community and help find solutions to those issues. We focus on leadership skills, character building, and life-long learning and service.
3. Who can join FCCLA?
 - a. Any student that has taken or is currently in a FACS class
4. Name two purposes of FCCLA.
 - a. The FCCLA Purposes are:
 - i. To provide opportunities for personal development and preparation for adult life.
 - ii. To strengthen the function of the family as a basic unit of society.
 - iii. To encourage democracy through cooperative action in the home and community.
 - iv. To encourage individual and group involvement in helping achieve global cooperation and harmony.
 - v. To promote greater understanding between youth and adults.
 - vi. To provide opportunities for making decisions and for assuming responsibilities.
 - vii. To prepare for the multiple roles of men and women in today's society.
 - viii. To promote Family and Consumer Sciences Education and related occupations.
5. What is the FCCLA motto?
 - a. Toward New Horizons
6. What are the official colors of FCCLA?
 - a. Red and White— Red suggests strength, courage, and determination, White symbolizes sincerity of purpose and integrity of action
7. What is the FCCLA flower?
 - a. Red Rose—The red rose represents the organization because it gives joy though its beauty and fragrance. It symbolizes a desire for beauty in everyday living.
8. What are STAR Events?
 - a. Students Taking Action with Recognition
 - i. They are competitive events in which members are recognized for proficiency and achievement in chapter and individual projects, leadership skills and occupational preparation.
9. What are the 6 Steps to Capture the Spotlight of STAR Events?

| | |
|---|--|
| a. Choose an event. | d. Complete project, and prepare presentation materials. |
| b. Read guidelines and review rating sheet carefully. | e. Practice. |
| c. Use the FCCLA Planning Process | f. Show off and have fun! |
10. Name three STAR Events you could participate in.

| | |
|--|---------------------------------|
| a. Applied Technology | f. Focus on Children |
| b. Career Investigation | g. Illustrated Talk |
| c. Chapter Service Project (Display or Manual) | h. Interpersonal Communications |
| d. Chapter Showcase (Display or Manual) | i. National Programs in Action |
| e. Entrepreneurship | j. Parliamentary Procedure |
| | k. Recycle and Redesign |
11. Name three FCCLA programs and what they emphasize.
 - a. Career Connection: Exploring a career in the FACS area.
 - b. Community Service: organizing a service project that benefits the community
 - c. Dynamic Leadership: learning good leadership skills
 - d. FACTS: Families Acting for Community Traffic Safety, teaching about safety with traffic
 - e. Families First: Building relationships with family members and how to contribute to a strong family
 - f. Japanese Exchange: Live in Japan for 6 weeks to learn about another country (only high school age students can apply for this one)
 - g. Power of One: Focus on personal traits you want to strengthen or work to make better
 - h. Leaders At Work: Internships for careers in FACS
 - i. STAR Events: Presenting projects you have done for recognition
 - j. STOP the Violence: Program to help reduce bullying and violence in schools
 - k. Student Body: Focus on health, nutrition and exercise

FCCLA CHAPTER OFFICER INTERVIEW QUESTIONS

- 1. What is your strongest leadership quality?**
- 2. How will you help our chapter to grow?**
- 3. How will you encourage new members to join?**
- 4. What is the most important quality in a good leader?**
- 5. Why do you want to be an officer for FCCLA?**
- 6. How would you handle a situation where one officer isn't cooperating with the others?**
- 7. What would you do if there was an officer that wasn't doing what they agreed to do?**
- 8. How will you help to strengthen the officers as a team?**
- 9. Which position do you think you would be best in and why?**
- 10. If you do not get the position you thought you would be best at, will you still do your best in the position you receive?**

Come to the interview dressed professionally, on time, and ready to answer any of these questions. You won't be asked all of these questions, but be prepared to give a well-thought-out answer to each of them. You will be asked 3 interview questions and 3 FCCLA Fact questions.

PGJH FCCLA Membership Score Card

NAME: _____

GRADE: _____

Membership Level for 2007-2008: Gold Silver Bronze

Membership Record

| Date | Activity | Points earned |
|------|----------|---------------|
| | | |
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Total for 2007-2008

FCCLA Membership Awards System

Be Part of It!

Gold Membership- 90-100

Silver Membership- 70-89.99

Bronze Membership- 1-69.99

Point Value:

Officer-

| | |
|---------------|---------------------------------|
| 25pts. | Local Officer |
| 30pts. | District Officer |
| 50pts. | State Officer |
| 10pts. | Run for Local Officer |
| 25pts. | Run for District Officer |
| 25pts. | Run for State Officer |

Activities-

| | |
|----------------|--|
| 5pts. | Participate in an activity |
| 5pts. | Attend a meeting |
| 10pts. | Committee of an activity |
| 10pts. | Fundraiser |
| 5pts. | Attend District and State Events |
| 20pts. | Participate in a STAR Event |
| 10pts. | District, State, & National Leadership Training |
| 10 pts. | Step 1 completed |
| 10pts. | Power of One (15 pts. For all 5 modules) |
| 10pts. | Complete an Individual or Small Group |

Project

| | |
|---------------|---|
| 25pts. | Complete Program Project |
| 20pts. | Organizer of a Major Project |
| 10pts. | Community Public Relation Events |

***other points assigned according to involvement per activity**

****To participate in any District, State or National convention members must have accumulated at least 40 points.**

Top Jr. Member Award and Outstanding Officer Award will be given at the Awards and Recognition Night in May.

Teaching with the FCCLA Competition Interior Design Rubric
Cheryl Moyle
Olympus High School
Salt Lake City, UT
cmmoyle@graniteschools.org

Scope and Sequence
10-11 days/ninety minute periods

Day 1- Complete Step 1

No need to type the material, just create a hand written rough draft.

Day 2- Complete Step 2

According to your family income select a floor plan on line or in a magazine that meets the requirements on the Step 2 chart. Print or Xerox it off.

Day 3 and Day 4- Complete Step 3

Select one room to create a design plan and furniture arrangement that fits your families needs. Prepare it on RC Willey site or hand draft it.

Day 5 and 6- Complete Step 4

Select design samples for your room arrangement and clip art that illustrated your selected family and mount everything on black card stock.

Day 7- Complete Step 5 and Step 6

Create a cost itemization chart using the internet, phone etc.
Using a pencil select one wall to create an elevation then Xerox it off.

Day 8- Complete Step 7 and Step 8

Create a business card and print it 3 times.
Color the elevation to resemble your selected design samples; mount on black card stock.

Day 9 and Day 10- Complete Step 9 and Step 10 and Step 11

Make block lettering titles.
Mount everything on black card stock.

Day 11

Write a simple presentation on a 3x5 card.
Present in small groups using 2 easels.

My students pay \$15.00 for a design kit that includes: graph paper, card stock, foam core, art eraser, pencils, tracing velum and some other things for the class. I purchase some things from the district warehouse and some from Reuel's Art and Frame: Russ Gardner, Sales Representative, 801-355-1713 or e-mail russ@reuels.com

NAME _____ PERIOD _____ DUE DATE _____

INTERIOR DESIGN PRESENTATION BOARD

200 POINTS

Small Group Class Presentation

Two Presentation Boards

For this project you will be demonstrating your understanding of the principles and elements of design, floor plan arrangement, and knowledge of background usage and coordinating as they relate to a home interior. The design board should be as perfect as possible. It will be graded more critically than anything we have done this year. It should incorporate and demonstrate mastery of everything we have learned. When creating it consider balance, proportion, color, spatial arrangement, variety and unity. Most important is neatness and professionalism. The final project is worth 125 points and will be graded on neatness, completeness, creativity, accuracy and professional appeal. All of the items below must be included in your final project.

STEP 1 (10 points) Create Your Family

- Make a written rough draft to include the following:
 - Create a family of 3 individuals
 - Write a sentence describing why they are a family.
 - For each person include: name, age, education, occupation, yearly and monthly income, hobbies, activities, personality, likes, dislikes, what they want and don't want in a home.

STEP 2 (10 points) Select a Floor Plan

- Circle the number on the chart below that best describes your family.
- Look in floor plan magazines or on line to find a home that fits your family's wants, needs and price range.

| | Yearly Salary | Monthly Salary | Cost of Home 25% of monthly salary | Cost of Home 35% of monthly salary | Square footage of home | Total Cost of Home |
|----|---------------|----------------|------------------------------------|------------------------------------|------------------------|--------------------|
| 1. | \$50,000.00 | \$4,167.00 | \$1,042.00 | \$1,459.00 | 1,300 ft sq | \$220,000.00 |
| 2. | \$100,000.00 | \$8,300.00 | \$2,083.00 | \$2,917.00 | 3,000 ft sq | \$475,000.00 |
| 3. | \$150,000.00 | \$12,500.00 | \$3,125.00 | \$4,375.00 | 4,500 ft sq | \$600,000.00 |
| 4. | \$200,000.00 | \$16,700.00 | \$4,167.00 | \$5,845.00 | 5,500 ft sq | \$700,000.00 |
| 5. | \$300,000.00 | \$25,000.00 | \$6,250.00 | \$8,750.00 | 6,500 ft sq | \$800,000.00 |
| 6. | \$400,000.00 | \$33,300.00 | \$8,300.00 | \$11,700.00 | 8,000 ft sq | \$1,000,000.00 |

(These figures are estimates based on: 5.5% interest on a 30 year loan. Accurate costs depend on home upgrades and location.)

- Select a floor plan and it's rendering from the internet or choose one from a floor plan magazine.
 - <http://www.themajestic.com/floorplan.htm>
 - <http://www.retirement.org/cascade/plans/htm>
 - <http://www.thehousedesigners.com/default.asp>
 - <http://www.dreamhomesource.com/>
 - <http://www.architecturaldesigns.com/>

STEP 3 (10 points) Draft a Room to Scale and Arrange Furniture

- Select one room to decorate and design. _____
 - What are the dimensions? _____
(Remember rectangle is the best shape.)
 - What is the function of the room? _____
-
- Draft your room on line (Use FireFox):
 - Go to: <http://www.rcwilley.com/RoomPlanner.soa>
 - Push "launch"
 - Choose "empty"
 - Put in the dimensions of the room you want in feet and inches. Select the type of room you are doing.
 - Push "save as", a message will come up telling you to log in or register. Push "click here", enter your e-mail address and password twice. Push "OK".
 - Push "save as" again. Put in a name for the room and push ok.
 - Push "structural". Begin moving doors and windows into your room. Make sure that they are the sizes you want. You can change their size by pushing on the "i". Rooms can also be rotated by pushing "i" or by using the icon with the curved arrow.
 - After adding the structural elements to your room, begin adding furniture. Check the traffic pattern areas by using the ruler and dragging it to two points to make sure there is enough room to get around the furniture.
 - Change room scale to $\frac{1}{4}" = 1 \text{ foot}$.
 - Save your room and print it.
 - Look around on the internet, the RC Willey site or others to find pictures of some furniture pieces you plan to use. **MAKE SURE THAT YOU GET THE DIMENSIONS OF EACH FURNITURE PIECE YOU PLAN TO USE.** Print the furniture pieces you choose to use for your presentation board.
 - After collecting pictures and dimensions you can go back to your room on the RC Willey site. Enter the dimensions by pushing "i" for each furniture piece to make sure that the furniture is the same size on the floor plan as what you have chosen online. **Print out the dimensions of the furniture you selected.**
-
- **Xerox an extra copy of your room and keep it with the dimensions of your furniture for the next 200 point project.**

STEP 4 (10 points) Gathering Samples

- Select magazine samples and pictures that are represented on your floor plan.
 - Furniture
 - Accessories
 - Lighting
 - Floor covering
 - Wall paint
 - Ceiling paint
 - Window treatment
 - Fabric
 - Misc: woodwork, cabinets, countertops, fixtures, appliances etc

(10 points) Collect Family Illustrations

- Collect illustrations of your family members: photos, sketches, clip art, etc. to depict their personalities, activities, and other living needs and wants.

STEP 5 (10 points) Cost of all Items in Your Room

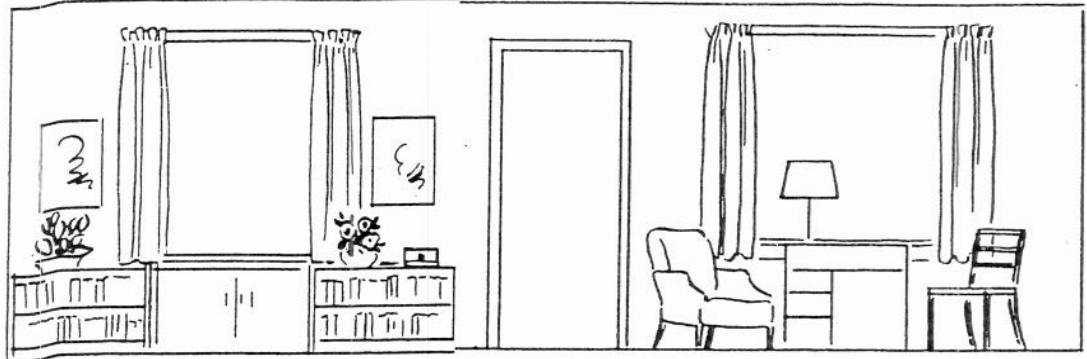
- Create a cost itemization chart for all the items on your floor plan.
- Use the internet as a source or call businesses on the phone.

COST ITIMIZATION

| Item and Amount | Source | Cost |
|----------------------|-------------|------------|
| 54 inch Leather Sofa | R.C. Willey | \$2,000.00 |
| | | |

STEP 6 (10 points) Elevation

- Select one wall of your room for your elevation.
- Create an elevation using the scale of $\frac{1}{4}" = 1$ foot



(EXTRA CREDIT)

- Create a rendering using the e-z decorator or sketch a rendering of your own.
- Shrink to scale of $\frac{1}{4}" = 1$ foot

STEP 7 (10 points) Color Elevation (and Rendering)

- Color both the elevation and rendering (If you chose to design one) to represent the colors selected in your samples.

STEP 8 (10 points) Business Cards

- Create a business card that is 2 ½ inches by 3 inches. Include a logo, your name, period and title of your project. Print two cards one for each presentation board.

STEP 9 (10 points) BLOCK TITLES FOR EVERYTHING

- Create labels for everything using 1/4 inch block lettering (12 size) Ariel font.

STEP 10 (10 points) Black Card Stock Boarder Mount

- Boarder mount everything with less than 1/4" edge showing on all 4 sides.

STEP 11 (10 points) Mount Samples on Two Boards

- Mount samples on two boards
- Board #1: Business Card, Family Profile, Photos, Sketches, Clip Art
- Board #2: Business Card, Floor Plan, Elevation, Samples, Cost Itemization

MRS. MOYLE
INTERIOR DESIGN
PERIOD 4

BLOCK lettering Ariel font. Cut each label out with a ¼ inch boarder around the word and mount on black card stock with less than ¼ inch boarder showing.

HOUSE FLOOR PLAN

WINDOW TREATMENT
BLINDS

BEDROOM FLOOR PLAN
¼" = 1 FOOT

PAINTING ACCESSORY

BEDROOM ELEVATION
¼" = 1 FOOT

ACCENT COLORS

GRANITE
COUNTER TOP

FABRIC SAMPLE
BEDSPREAD

MAPLE
WOOD CABINETS

BEDROOM BED

BEDROOM DRESSER

WALL MOUNT
LIGHTING

FLOOR COVERING

BATHROOM FIXTURES

WALL PAINT

KITCHEN STOVE

CEILING PAINT

NAME _____ PERIOD _____

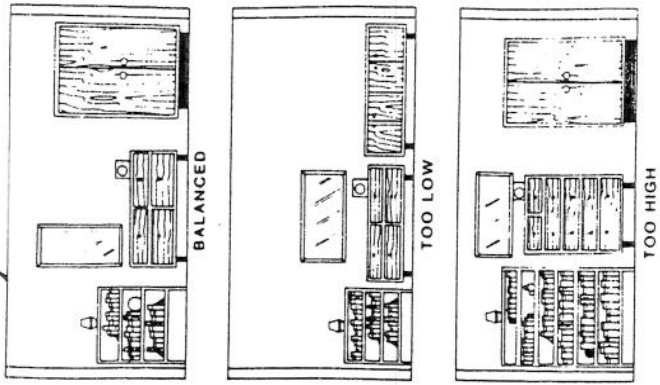
FINAL GRADING
INTERIOR DESIGN PRESENTATION BOARD
200 POINTS
Small Group Class Presentation
Two Presentation Boards

- _____ 10 points Everything boarder mounted with black cardstock less than 1/4 inch.
- _____ 10 points Samples and illustrations arranged and glued on your boards using good balance, scale and proportion.
- _____ 10 points All samples and illustrations are given a title in block lettering font size -12.
- _____ 10 points Business cards on both boards: Logo, name, period, title of project.
- _____ 30 points Overall professionalism: 3 points for each item:
 - 1- Straight edges,
 - 2- Square corners,
 - 3- No fancy scissors,
 - 4- Gluing done neatly and no glue showing (glue gun, spray glue or glue stick),
 - 5- Typed labels,
 - 6- Positive and negative space,
 - 7- Use of all principles and elements of design,
 - 8- Looks professional not cute,
 - 9- Overall balance and spacing
 - 10- Color harmony apparent.
- _____ 50 points Family Board:
 - Family Profile:
 - _____ 17 points Create a family of 3 individuals: Write a sentence describing why they are a family, for each person include name, age, education, occupation, yearly and monthly income, hobbies, activities, personality, likes, dislikes, what they want and don't want in a home.
 - _____ 17 points Photos, sketches, clip art etc. to depict their personalities, activities and other living needs and wants.
 - _____ 17 points Floor plan of entire house selected
- _____ 50 points Sample Board:
 - _____ 12 points Magazine samples and pictured represented on your floor plan: furniture, accessories, lighting, floor covering, wall paint, ceiling paint, window treatment, fabric, woodwork, cabinet color, countertops, fixtures, appliances etc.
 - _____ 14 points Your one room floor plan from RC Willey.com
 - _____ 12 points Cost itemization chart for all the items on your floor plan
 - _____ 12 points One wall elevation colored to match your samples.
- _____ 30 points Classroom Presentation - 3 points each:
 - _____ 3 points 1- Discuss what you did on your presentation boards.
 - _____ 3 points 2- Convincing presentation.
 - _____ 3 points 3- Loud enough.
 - _____ 3 points 4- Good eye contact.
 - _____ 3 points 5- Well organized and fluent.
 - _____ 3 points 6- Used interior design terms.
 - _____ 3 points 7- Good posture.
 - _____ 3 points 8- Speaks clearly and confidently.
 - _____ 3 points 9- Uses the boards at least 5 times during presentation.
 - _____ 3 points 10- Speaks with a smile and introduces themselves with their full name.

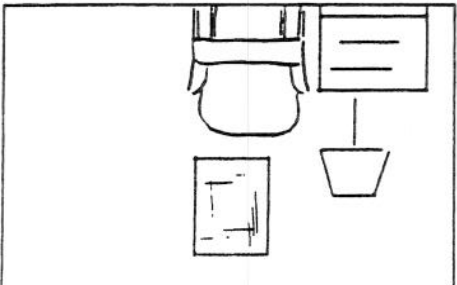
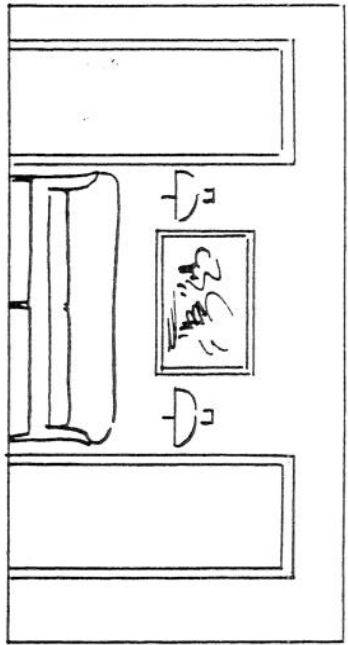
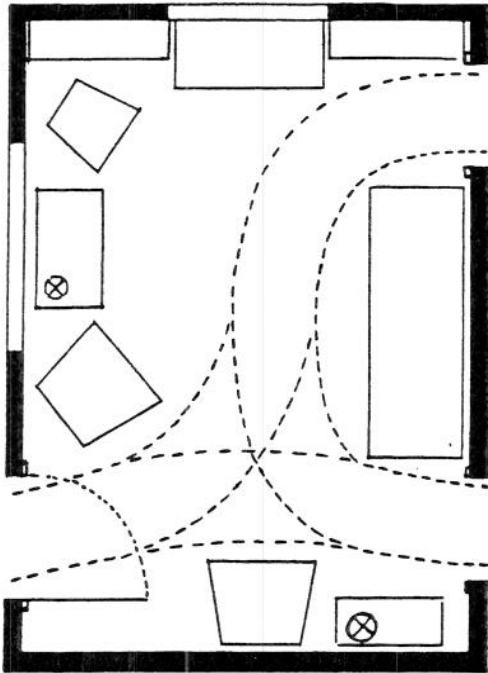
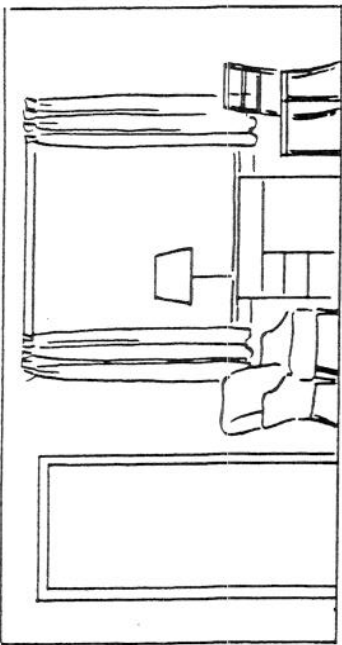
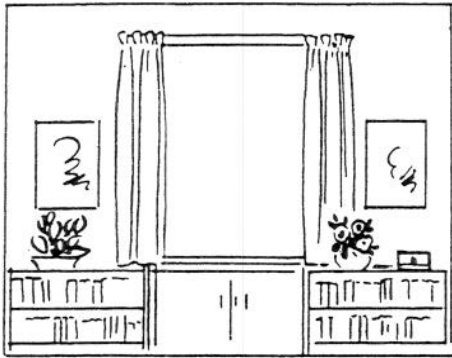
ELEVATION

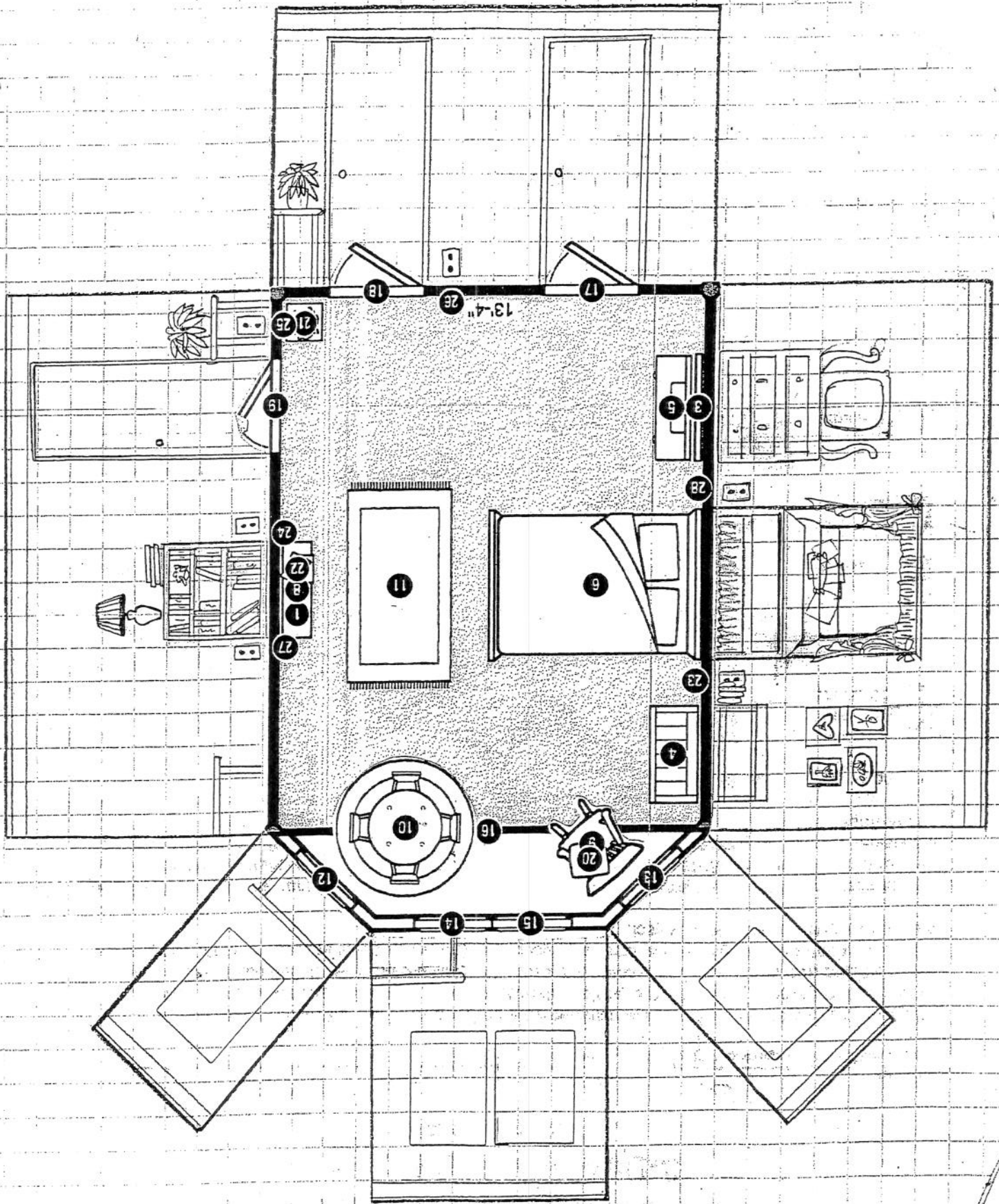
1. RC Willey.com
2. Cut out and glue on graph paper.
3. Draw walls $\frac{1}{4}$ inch = 1 foot.
Standard wall is 8 feet.

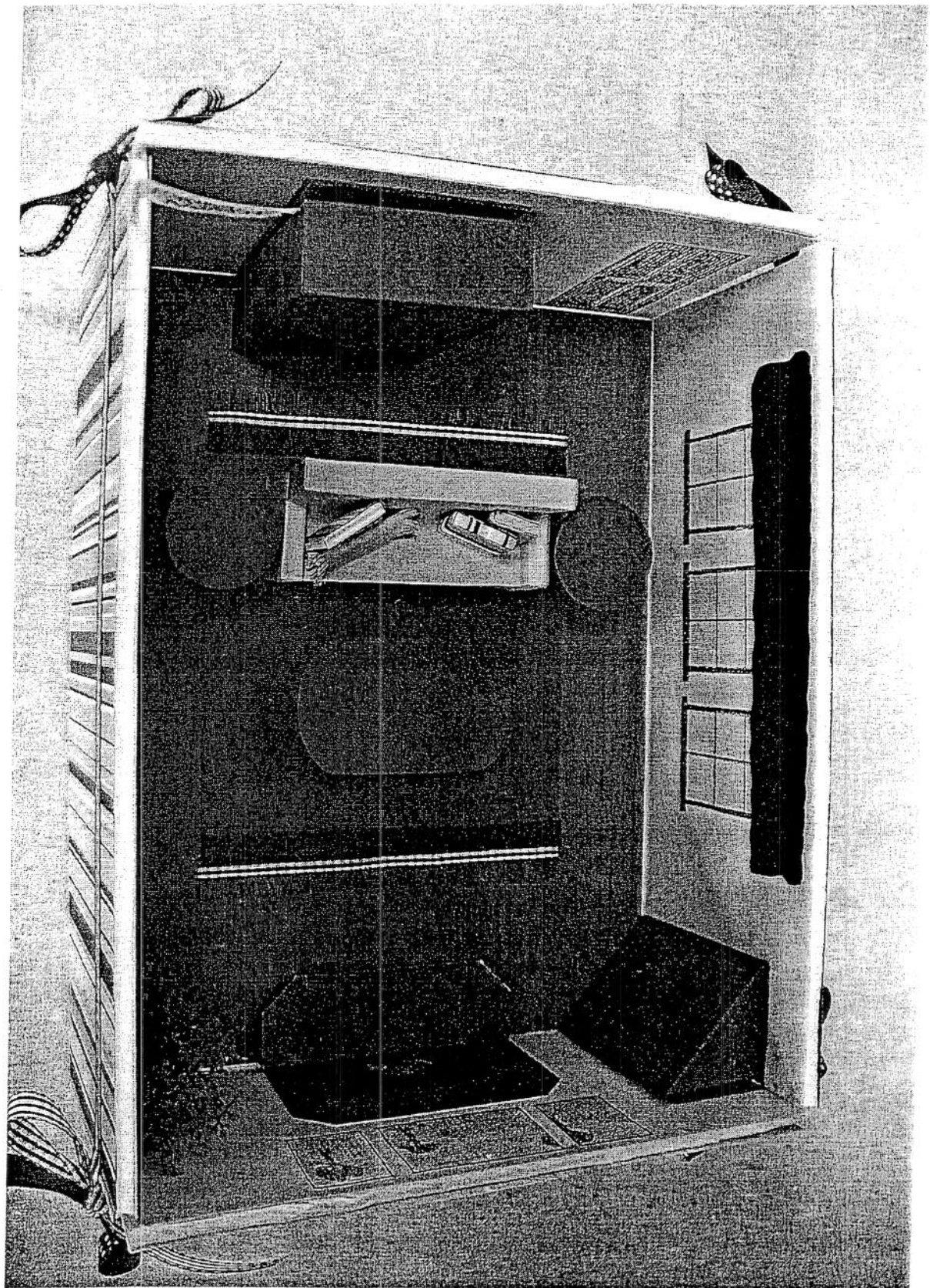
4. Draw in architectural details.
Doors, fireplace, windows.
5. Draw in furniture that is close to the
wall.
6. Draw in accessories.
Include lighting.

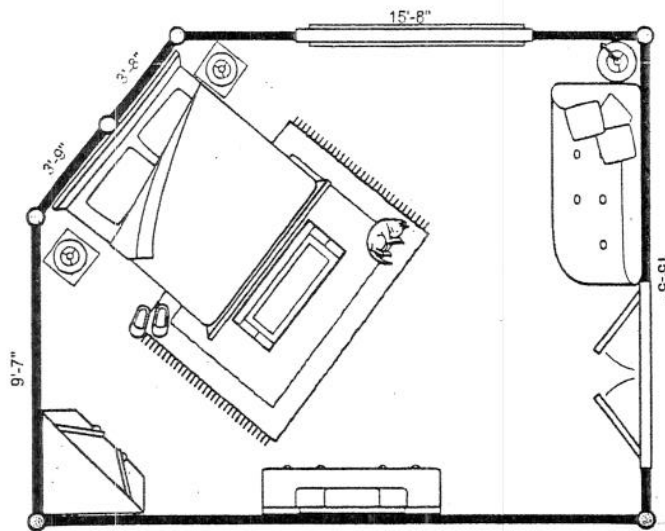


4 1 1 1









ELEVATION

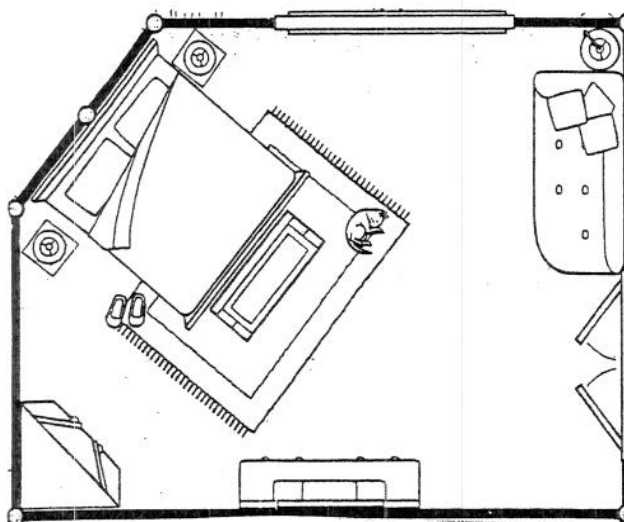


1. RC Willey.com

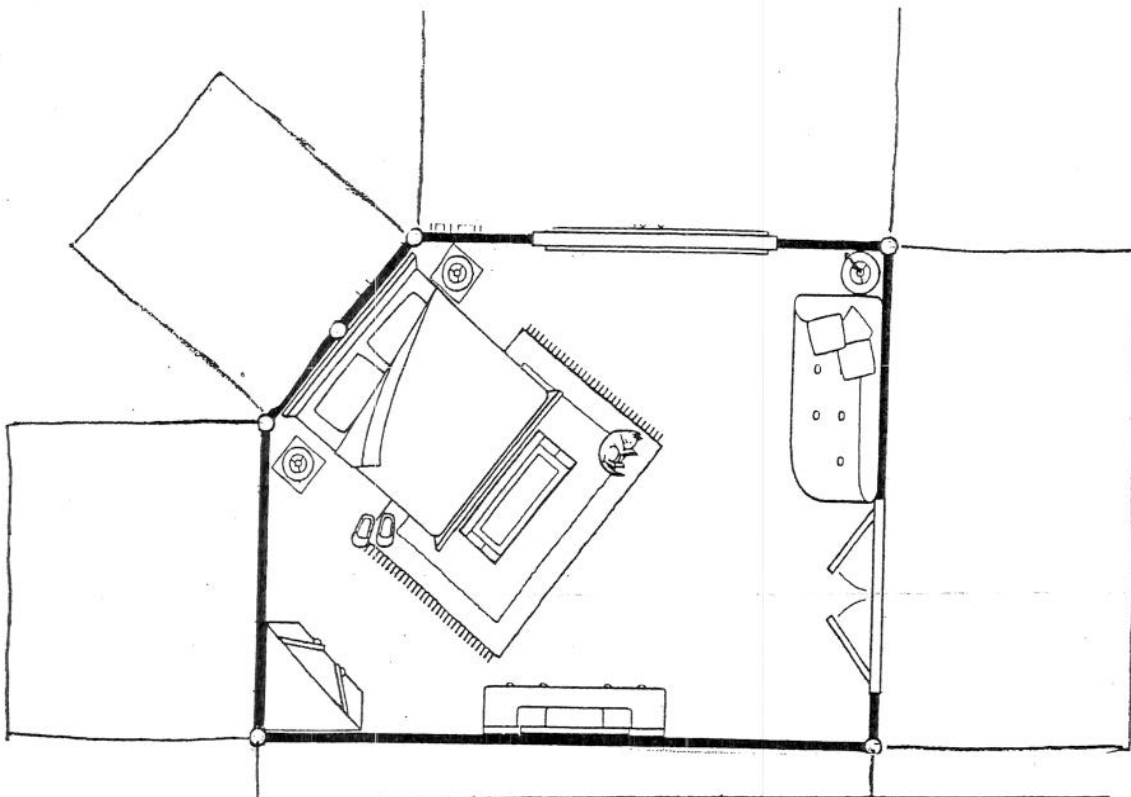
SCALE
1/4" = 1'-0"

12" =

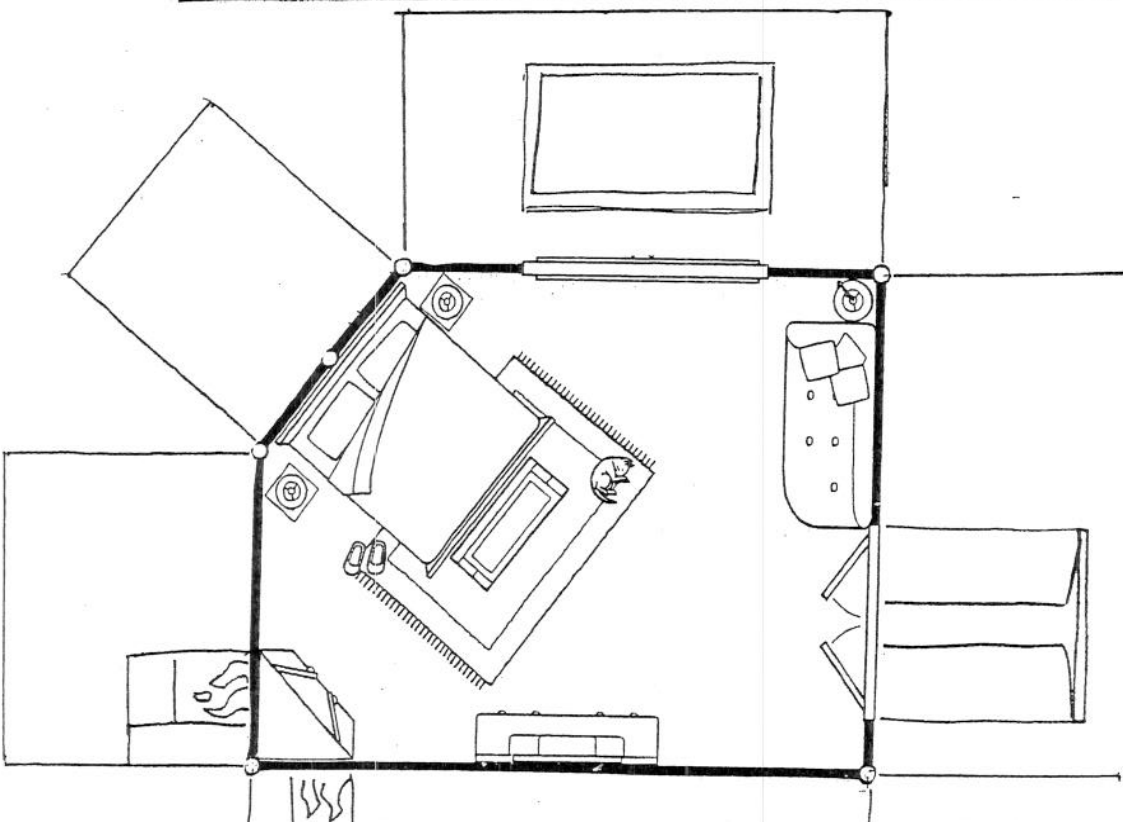
Downloaded by SCW/2



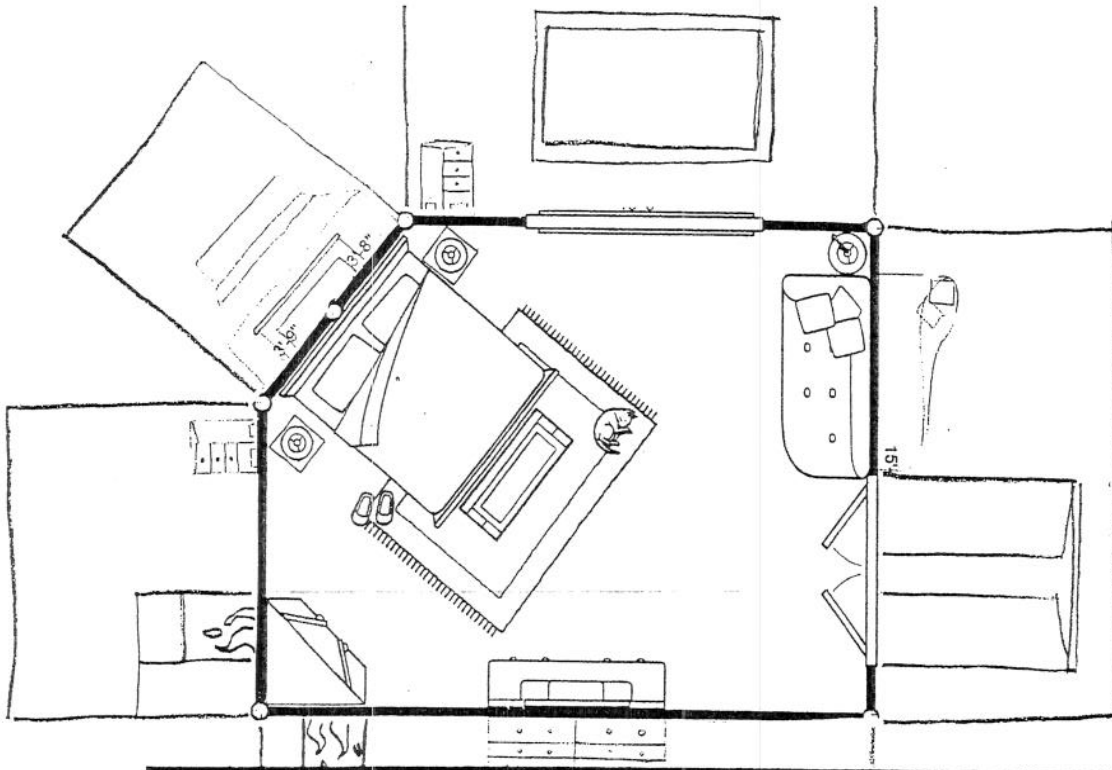
2. Cut out and glue on graph paper.



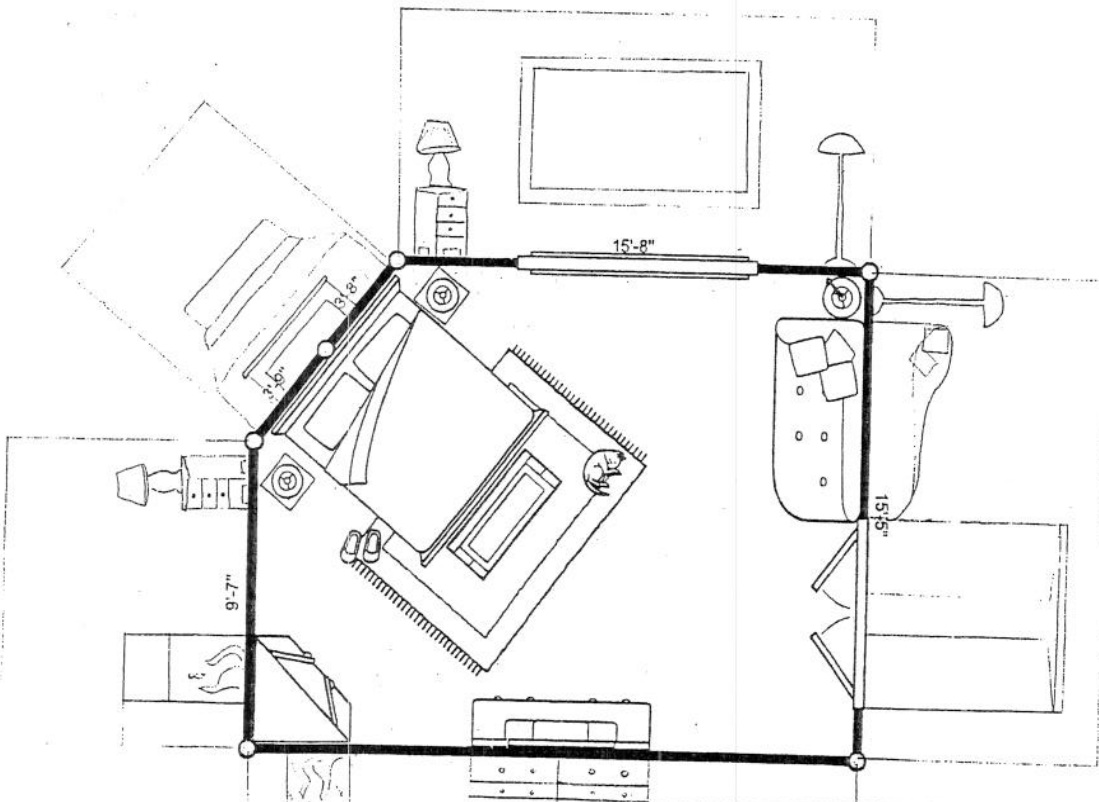
3. Draw walls $\frac{1}{4}$ inch = 1 foot.
Standard wall is 8 feet.



4. Draw in architectural details.
Doors fireplace windows



5. Draw in furniture that is close to the wall.



$\frac{1}{4}" = 1\text{ foot}$
Original Elevations

6. Draw in accessories.
Include lighting.

Interior Design Final Room Project

3-Dimensional Room

200 points Possible

Name _____ Due: _____

Projects are due at the beginning of class on the due date.

For your final project you will be demonstrating your understanding of : elevation, scaled design, furniture arrangement, color scheme, scale, balance, harmony, proportion and scale, unity, variety, creativity and everything else you learned this year. The final project is worth 200 points and will be graded on neatness, completeness, creativity, accuracy, and professional appeal. All of the items below must be included in your final project.

This project should be as perfect as possible. It will be graded more critically than anything we have done this year. It should incorporate and demonstrate mastery of everything we have learned. When creating it consider balance, proportion, color, spatial arrangement, variety and unity. Most important is neatness and professionalism!

Grading Scale (10 = A) (9 = A-) (8 = B) (7 = C) (6 = D)

- | | |
|-----------------|---|
| _____ 10 points | 1. Project turned in on due date. |
| _____ 10 points | 2. Grade sheet turned in and back of grade sheet filled out. |
| _____ 10 points | 3. Elevation sketch placed in front of model (1/4" = 1 foot) RC Willey.com floor plan or hand drawn one. Walls drawn off from floor plan. Furniture added according to dimensions on RC Willey printed copy. Accessories added to room including lighting. Neatness and detail |
| _____ 10 points | 4. Scale (1/4" = 1 foot) (1/2" = 1 foot) and name indicated on final 3-dimensional model. |
| _____ 10 points | 5. Obvious color scheme selection _____ |
| _____ 10 points | 6. 3-dimensional paper model to scale cut evenly and smoothly assembled soundly and professionally |
| _____ 10 points | 7. Background materials included: Floor covering Wall covering Window covering (optional) |
| _____ 10 points | 8. Furniture to scale appropriate covering or color arrangement creativity neatness |
| _____ 10 points | 9. Accessories appropriate for room to scale creativity color coordination with scheme neatness |
| _____ 10 points | 10. Overall presentation professional and well organized, easy to see. |

Total points _____ multiplied by 2 = _____ 200 Total Grade Points

Notes and Comments:

Next Class: Bring your room idea and some cardboard or foam core.

Scaled model principles and elements of design evaluation:

1. Do I have a good balance of positive and negative space? Yes or No
2. What is my dominant line_____, secondary line_____, accent line_____?
3. What is my dominant shape_____, secondary shape_____, accent shape_____?
4. What is my dominant form_____, secondary form_____, accent form_____?
5. What is my dominant texture_____, my accent texture_____?
6. Where have I used symmetrical balance_____, Asymmetrical balance,_____ radial balance_____?
7. Does my room demonstrate good scale of furniture_____ of accessories_____?
8. Where have I used the golden mean or 5/8 proportion?

9. Where have I used the rhythm of repetition_____
The rhythm of gradation_____
The rhythm of opposition_____
The rhythm of radiation_____
The rhythm of transition_____
10. What is my color scheme? _____
What is my dominant color_____, secondary color_____, accent color_____.
11. What is the unity in my room_____?
12. What is the variety in my room_____?
13. Is my room structural or decorative in design?_____

The STAR Events program currently includes the following events:

Applied Technology—an *individual* or *team event*, recognizes participants who develop a project using *technology* that addresses a concern related to Family and Consumer Sciences and/or related occupations and integrates and applies *content* from academic subjects.

Career Investigation—an *individual event*, recognizes participants for their ability to perform self-assessments, research and explore a career, set career goals, create a plan for achieving goals, and describe the relationship of Family and Consumer Sciences coursework to the selected career.

Chapter Service Project—a *team event*, recognizes chapters that develop and implement an *in-depth service project* that makes a worthwhile contribution to *families*, schools, and *communities*. Students must use Family and Consumer Sciences content and skills to address and take action on a *community* need.

Chapter Showcase—a *team event*, recognizes chapters that develop and implement a well-balanced program of work and promote FCCLA and Family and Consumer Sciences and/or related occupations and skills to the *community*.

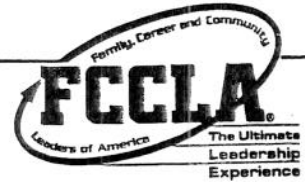
Culinary Arts—a *team event*, recognizes participants enrolled in *occupational* culinary arts/food service training programs for their ability to work as members of a team to produce a quality meal using industrial culinary arts/food service techniques and equipment.

Early Childhood—an *individual event*, recognizes participants who demonstrate their ability to use knowledge and skills gained from their enrollment in an *occupational* early childhood program. Participants must prepare a *portfolio* and a resource container. On site, participants must plan and present to evaluators an activity related to the theme in response to a case study provided during the event and an oral presentation describing the activity.

Entrepreneurship—an *individual* or *team event*, recognizes participants who develop a plan for a small business using Family and Consumer Sciences skills and *sound business practices*. Participants are evaluated on the business plan and an oral presentation and are not required to have implemented the plan. The business must relate to an area of Family and Consumer Sciences Education or related occupations.

Fashion Design—an *individual event* that recognizes participants who apply fashion design skills learned in Family and Consumer Science courses to create a display using samples of their skills.

Sample Media Plan: FCCLA Planning Process



FCCLA Planning Process

Media Plan

Identify Concerns



- Brainstorm concerns
- Evaluate listed concerns
- Narrow to one workable idea

We have an active FCCLA chapter, but we don't feel that everyone in our community knows what FCCLA is all about. We need support from local media and elected officials to promote FCCLA and our chapter projects.

Set Your Goal



- Get a clear mental picture of what you want to accomplish
- Write it down
- Evaluate it

To meet two media representatives or elected officials each month and form a relationship with them throughout the school year.

Form a Plan



- Plan how to achieve the goal
- Decide who, what, why, when, where, and how

Who: Public Relations committee

What: Invite media representatives and elected officials to FCCLA informational meetings throughout the year. Give them an overview of FCCLA and show them the *FCCLA is* video. Tell them about specific projects going on with our chapter, and make sure they understand how our projects benefit the community.

Why: To enhance the image, awareness, and understanding of FCCLA.

When: The Public Relations committee will meet every Thursday with our adviser to identify local media and elected officials. Committee members will contact individuals to set up meetings each month. After they have been familiarized with FCCLA, they will be invited to observe and participate in our chapter events as they occur.

Where: The informational meetings will take place in the Family and Consumer Sciences classroom after school.

How: Public Relations committee members will read local newspapers, search the Internet, and use library resources to collect the necessary information to invite people to their informational meetings. For the actual informational meeting, they will secure a television and VCR or DVD player from the AV department at school to show the *FCCLA is* video.

Act



- Carry out the plan

The Public Relations committee used the Media Resource List Worksheet from the *FCCLA Chapter Handbook* CD to keep track of their contacts. To monitor their PR appointments and events, they filled in the Chapter PR Plan Overview, also from the *FCCLA Chapter Handbook* CD. A chapter spokesperson was designated to lead the meetings.

Follow Up



- Evaluate the plan
- Thank people involved
- Recognize participants

After each meeting, the committee evaluated its success. Our first presentation was too scripted. We needed to practice more so that we sounded more confident and professional. We asked teachers from other departments to sit in on our practice meetings, which helped us with our presentation and helped them gain more information about FCCLA.

Once a relationship had been established with the media representatives and elected officials, these contacts were invited to become involved in our FCCLA chapter's events. Public Relations committee members sent out media advisories before events and media releases after events. Next year we plan on having an event to recognize those media representatives and elected officials who participated in or promoted FCCLA events.

Interior Design

Interior Design, an *individual* or *team event*, recognizes participants who apply interior design skills learned in Family and Consumer Sciences courses to design interiors to meet the living space needs of clients. Participants write a profile of a three-member family to serve as their clients and select a floor plan for a living space that would meet their needs. Participants design in advance a furniture arrangement, color scheme, and single wall elevation for a living/dining room. Participants must prepare a *file folder*, an oral presentation, and *visuals*.

EVENT CATEGORIES

Senior: grades 10–12

Occupational: grades 10–12

ELIGIBILITY

1. States may submit one entry in each category of this event. Teams may consist of up to three members.
2. Participation is open to any nationally affiliated FCCLA chapter member.
3. Participants in the senior category must be or have been enrolled in an interior design/housing course or unit of study. Participants in the occupational category must be or have been enrolled in an interior design course or program of study that concentrates on preparation for paid employment.

4. The project must be developed and completed during a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Meeting.

5. The Interior Design project and supporting materials must be planned, conducted, and prepared by the participant(s) only.

PROCEDURE AND TIME REQUIREMENTS

1. Each entry will submit a *file folder* with required documents to the event room consultant at the designated participation time.
2. Room consultants and evaluators will have 5 minutes to preview the *file folder* before each presentation begins.
3. Participant(s) will have 10 minutes to set up for the event. Other persons may not assist.
4. The oral presentation may be up to 15 minutes in length. A one-minute warning will be given at 14 minutes. Interviews will be stopped at 15 minutes.
5. The oral presentation is a time for the participant(s), in the role of designer(s), to present to the evaluators, in the role of clients, the interior design. The presentation is intended to be two-way dialogue, as in a conversation or interview, rather than a one-way illustrated talk.

GENERAL INFORMATION

6. Following the presentation, evaluators and participants will step out of character as designer(s) and clients for a 5-minute follow-up interview as evaluators and participant(s).
7. Evaluators will use the rubric to score and write comments for each participant. Then, evaluators will meet with each other to discuss participants' strengths and suggestions for improvement.
8. The total time required for this event is approximately 35 minutes per participant.
1. A table will be provided. Participant(s) must bring all other necessary supplies and/or equipment. Wall space will not be available.
2. Participant(s) may bring easel(s).
3. Spectators may not observe any portion of this event.
4. The use of video recordings is not allowed in this event.
5. Words in italics are defined in the glossary.
6. See **Allowable Presentation Elements** chart on page 12.



Interior Design Specifications



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File Folder

Participant will submit one letter-size folder containing three identical sets, with each set stapled separately, of the items listed below to the event room consultant at the designated participation time. The file folder must be labeled in the top left corner with name of event, event category, participant's name(s), state, and FCCLA national region.

| | |
|-------------------------------------|--|
| Number and Size | Submit one letter-size file folder. |
| Label on Folder | Attach a label containing name of event, event category, participant's name(s), state, and FCCLA national region. |
| Project Identification Page | One 8½" x 11" page on plain paper, with no graphics or decorations; must include participant's name(s), school, city, state, FCCLA national region, and title of project |
| FCCLA Planning Process Summary Page | One 8½" x 11" page summarizing how each step of the <i>Planning Process</i> was used to develop the Interior Design project |
| Contents of Folder | Include in the folder a written family profile and a copy of the floor plan. |
| Quantity of Folder Contents | Include in the folder 3 copies of the written family profile and 3 copies of the floor plan. If paper used for family profile/floor plan is larger than 8½" x 11", paper may be folded before placing in folder. |

Presentation Boards

Each participant or team will prepare two presentation boards—one to display a profile of the three-member client family and one to display the interior design intended to meet the needs of the clients. Boards may be foam board, mat board, or mat board mounted on foam core. Tabletop or floor easels or other types of board props may be used, but will not be provided. Board background must be either solid black or white and not exceed 22" x 30". Each board must have attached a standard size business card for each participant or team member—to include participants' name(s), chapter name, school, city, state, and FCCLA national region.

| | |
|------------------------|--|
| Written Family Profile | <p>Each participant will develop a family profile about a hypothetical three-member family who will serve as clients for the interior design project. The profile must be written in paragraphed narrative format on paper not to exceed two 8½" x 11" pages or one 11" x 17" page. The profile may include bulleted lists. The profile must not exceed two pages and must include the following:</p> <ul style="list-style-type: none"> ■ An explanation of how the clients meet the definition of <i>family</i> ■ Names, ages, and individual incomes of family members ■ Total family income per month ■ Full-time or part-time work/education experiences in which clients are involved ■ Individual interests and activities—including hobbies, sports, pets, favorites, and personality characteristics—that may affect type of living space required |
| Family Profile Board | <p>Each participant or team will prepare one Family Profile presentation board to include one copy of the written family profile along with photos, sketches, clip art and/or other illustrations used to depict the personalities, activities, and other living space needs of client family members.</p> <p>Board must include an attached standard size business card to include participant's name(s), chapter name, school, city, state, and FCCLA national region.</p> |
| Design Board | <p>Participants will complete a room design for a living/dining room. Designs should be aesthetically pleasing and functional. Designs may be drawn by hand or generated using computer-aided design software on paper not to exceed two 8½" x 11" pages or one 11" x 17" page. The board should feature:</p> <ul style="list-style-type: none"> ■ The floor plan showing fixed architectural features and furniture arrangements to meet the clients' needs ■ A scaled wall elevation in the chosen color(s) for one wall of the living/dining room ■ Coordinated samples to represent wall and window treatments, floor covering, fabrics, and other elements, if applicable—woodwork, cabinets, countertops, fixtures, and appliances ■ A cost itemization showing the sources, unit costs, and total costs of all samples provided. ■ Consistent use of 1/4" = 1 foot measuring scale for the room, fixtures, and furnishings ■ An attached standard size business card to include participant's name, chapter name, school, city, state, and FCCLA national region. |

Interior Design Specifications (continued)

Presentation to Clients

The presentation to clients may be up to 15 minutes in length and is delivered to evaluators. The presentation is a time for participant(s), in the role of designer, to present to the evaluators, in the role of clients. The presentation is intended to be a two-way dialogue, as in a conversation or interview, rather than a one-way illustrated talk. No other *visuals* or *audiovisual equipment* will be permitted.

| | |
|------------------------------|--|
| Knowledge of Interior Design | Demonstrate thorough knowledge of interior design. |
| Understanding of Space Needs | Demonstrate a thorough understanding of the clients' living space needs. |
| Organization | Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize research. |
| Use of Design Board | Use the design boards effectively during the presentation. |
| Voice Quality | Speak clearly with appropriate pitch, tempo, and volume. |
| Body Language | Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of notes or note cards if used. |
| Use of Time | Use time well by sustaining dialogue and covering essential points. |
| Responses to Questions | Provide clear and concise answers to evaluators' questions regarding project. Questions are asked after the presentation. |



STAR Events Point Summary Form Interior Design



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VITAL INFORMATION complete all sections accurately!

Category (circle one): Senior Occupational

Participant's Name(s): _____

Directions for Room Consultant:

Before each student presentation, the room consultant and evaluators should check the participant's specifications for the following:

| | |
|----------------------|--------------------------------------|
| File folder | Number, size, labels, and contents |
| Family profile | Format and paper size/length |
| Family profile board | Type of board, color, and size |
| Floor plan selection | Paper size/length and square footage |

Using the appropriate sections of the rubric, circle the rating beside the appropriate descriptor and enter the rating in the "Score" column. For each participant, the ratings for these specifications should be the same on all evaluators' forms.

At the conclusion of the presentation, place this form in front of the completed rubrics and have the evaluators initial below beside their scores. Place your initials in the space for "Room Consultant Initials."

Evaluators' Scores

Evaluator 1 _____ Initials _____

Evaluator 2 _____ Initials _____

Evaluator 3 _____ Initials _____

Room Consultant Initials _____

Total Score _____ divided by number of evaluators = Final Average Score _____

Rating achieved (circle one)

Gold 90-100 Silver 70-89.99 Bronze 1-69.99

Verification of final score and rating (please initial)

Evaluator 1 _____ Evaluator 2 _____ Evaluator 3 _____

Adult Room Consultant _____ Event Lead Consultant _____

Interior Design Rubric

Name of Participant _____

State _____

Category: ☐ Senior ☐ Occupational

INSTRUCTIONS: Circle the appropriate rating and enter each rating in the "Score" column on the right. Provide comments on the page to help participants understand their ratings in terms of strengths and areas for improvement. Verify points total and initial.

| Evaluation Criteria | | Descriptors | Score |
|--|--|---|-------|
| REGISTRATION —Possible points: 0 or 5 | | Evaluator's Comments: | |
| Attendance | | Participants who attend participant registration earn 5 points. Those who do not attend earn 0 points | |
| FILE FOLDER —Evaluator's Comments: Possible Points: 0 to 10 | | | |
| Number of folders | | 0 = No folder provided 1 = 2 or more folders provided 2 = 1 folder provided | |
| Folder size | | 0 = Incorrect size folder 1 = Correct size folder | |
| Label on folder | | 0 = Not labeled 1 = Incompletely labeled 2 = Correctly labeled | |
| Project Identification Page | | 0 = Not provided 1 = Provided | |
| FCCLA Planning Process Summary Page | | 0 = Not provided 1 = Provided | |
| Contents of folder | | 0 = Neither profile nor floor plan included 1 = Either profile or floor plan included 2 = Both profile and floor plan included | |
| Quantity of folder contents | | 0 = Incorrect number of items 1 = 3 copies of each item provided | |
| WRITTEN FAMILY PROFILE —Evaluator's Comments: Possible Points: 0 to 10 | | | |
| Format | | 0 = Not in paragraphed narrative format 1 = Paragraphed narrative format used | |
| Paper size/length | | 0 = Exceeded specifications 1 = Within paper size/length specifications | |
| Definition of family | | 0 = Did not explain how clients meet definition of family 1 = Explanation not completely clear 2 = Logical explanation provided | |
| Names and ages | | 0 = No names/ages provided 1 = Names/ages partially provided 2 = All names/ages provided | |
| Income | | 0 = No income information provided 1 = Income information provided | |
| Work/education | | 0 = No work/education roles provided 1 = Work/education roles provided | |
| Individual Interests and activities | | 0 = No individual interests/activities provided 1 = Some information provided 2 = Thorough information provided | |

Interior Design Rubric (Continued)

Score

| FAMILY PROFILE BOARD—Evaluator's Comments: Possible Points: 0 to 10 | | | Score |
|--|---|---|--|
| Type of board | 0 = Another type of board used | 1 = Foam, mat, or mat on foam used | |
| Color | 0 = Another color board used | 1 = Solid white or black board used | |
| Size | 0 = Board larger than 22" x 30" | 1 = Board does not exceed 22" x 30" | |
| Business card | 0 = Does not fully meet specifications | 1 = Fully meets size/contents specifications | |
| Written family profile | 0 = Written family profile not on board | 1 = Written family profile on board | |
| Illustrations | 0 = No illustrations used | 1 = Limited illustrations | 2 = Highly effective illustrations |
| Overall effectiveness | 0 = Lacking in visual appeal | 1 = Minimal visual appeal | 2 = Some visual appeal 3 = Great visual appeal, very effective |
| LIVING/DINING ROOM DESIGN—Evaluator's Comments: Possible Points: 0 to 40 | | | |
| Business card | 0 = Does not fully meet specifications | 1 = Fully meets size/contents specifications | |
| Scaled room floor plan | 0 = Did not appear to use any scale 1 = Did not use 1/4" = 1 foot scale | 2 = 1/4" scale used, but not consistently 3 = 1/4" scale used consistently | |
| Room dimensions | 0 = No room dimensions labeled 1 = Less than 1/2 of dimensions labeled | 2 = 1/2 or more, but not all, labeled 3 = All room dimensions labeled | |
| Architectural features | 0 = No windows, doors, etc. shown 1 = Less than 1/2 of windows, doors shown | 2 = 1/2 or more, but not all, shown 3 = All architectural features shown | |
| Furniture arrangement | 0 = No furniture arrangement shown 2 = Poorly arranged, both form and function | 4 = Good form OR function, not both 6 = Well-arranged for form and function | |
| Wall elevation | 0 = No wall elevation done 2 = Not well-done, not effective | 4 = Somewhat well-done/effective 6 = Well-done, very effective | |
| Samples | 0 = No samples provided 2 = Some samples, not all, provided | 4 = Some well-chosen, but not well-coordinated 6 = Well-chosen and coordinated | |
| Cost itemization | 0 = No cost itemization 1 = Many omissions in itemization | 2 = Only one or two omissions 3 = Very thorough, no omissions | |
| Principles of design | 0 = Principles of design not applied 1 = Principles applied only minimally | 2 = Most principles of design applied 3 = Principles applied consistently | |
| Originality of design | 0 = Little evidence of originality 1 = Some evidence of originality | 2 = Contains both original elements and copied elements 3 = Highly original design | |
| Overall effectiveness | 0 = Lacking in visual appeal | 1 = Some visual appeal | 2 = Minimal visual appeal 3 = Great visual appeal, very effective |

Interior Design Rubric (Continued)

Score

| PRESENTATION TO CLIENTS—Evaluator's Comments: Possible Points: 0 to 25 | | |
|--|--|--|
| Knowledge of interior design | 0 = Very little evidence of knowledge 1 = Minimal evidence of knowledge | 2 = Some evidence of knowledge 3 = Evidence of thorough knowledge |
| Understanding of clients' space needs | 1 = Very little evidence of understanding 2 = Minimal evidence of understanding | 3 = Some evidence of understanding 4 = Evidence of thorough understanding |
| Organization | 1 = Presentation was totally disorganized 2 = Presentation was difficult to follow | 3 = Somewhat well-organized 4 = Very well-organized, seamless |
| Use of design board | 1 = Board not used during presentation 2 = Board used only once or twice | 3 = Board used three or four times 4 = Board used five or more times |
| Voice quality | 0 = Ineffective | 1 = Effective |
| Body language | 0 = Did not complement the presentation | 1 = Effective throughout presentation |
| Use of 15 minutes to cover essential points | 1 = Dialogue lagged after 3-4 minutes 2 = Dialogue lagged after 5-8 minutes | 3 = Stopped at 15 minutes, unfinished 4 = Covered essentials in 14-15 minutes |
| Responses to questions | 1 = Responses vague/did not answer questions 2 = Mixed—some vague, others on target | 3 = Clear, but not thorough 4 = Clear and thorough |

Evaluator's Signature _____

TOTAL SCORE _____

Room Consultant Verification of Total Score (Please Initial) _____

Interior Design Teaching Tips for Advisers

The Interior Design event is a great way to provide students with an authentic learning experience in the area of custom interior design. Not only does this event allow students to hone their skills in the use of line, form, color, and texture, but it also allows them to cultivate their skills in talking with clients. Students are able to see to what extent success in interior design depends on being able to identify and interpret the needs and preferences of individual clients.

This event works well as a class project, with students deciding if they prefer to work as independent designers or on design teams. Have students approach this decision as though they were in the world of work considering all the pros and cons of each approach.

Begin by focusing attention on housing needs. Have each student use fictitious names to write on a note card a short profile of a three-member family they know. Then have them write a profile on a separate card about a hypothetical family that is unique in some way from "typical" families in the area. Divide students into design teams of three. Drop all cards into a basket and have each design team pull a card. Pair design teams so that one team can role play clients while the other role plays designers. Have paired teams work together to write interview questions that would be useful in gathering information about the clients' living space needs. When interviews are done, hold a discussion to debrief the experience and summarize what was learned.

Have students then follow event guidelines to complete their Interior Design projects. Have them use the event rubric to rate their own work. Reserve time for them to refine the project as needed to increase ratings. Finally, bring in a team of expert evaluators to judge projects, select 1st, 2nd, and 3rd place winners, and identify the student(s) who will represent the class in the next level of FCCLA competition.

